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the changing ideals of secondary education.

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Thesis

A COURSE IN LATIN FOR SECONDARY SCHOOLS ADAPTED TO THE
CHANGING IDEALS OF SECONDARY EDUCATION

Submitted by

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In partial fulfillment of requirements for the
degree of Master of Education

1932

First Reader: Dr. Jesse B. Davis, Professor of Education, Boston University
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"It is a curious anomaly which appears to contradict certain progressive theories of education, that youth left free in a modern school should turn to the Middle Ages for esthetic satisfaction and guidance towards standards of value, instead of seizing on the present with enthusiasm." Thomas Alexander, The New Education in the German Republic, p. 163.

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middle ages for aesthetic education and science in -
which standards of value, instead of existing on the
present with enthusiasm." In an appendix, The text
Education in the Twentieth Century, p. 105.

Introduction

The term "Secondary School" is an elusive one, as in some sections of the country it includes two years of what was formerly known as the Elementary School, while in others it extends well into the work of college grade. For purposes of definiteness, the term is here used as in E. E. Brown's The Making of our Middle Schools, to denote "the lower stage of the education that can not be for all and the stage in which differentiation according to the individual's prospective service to society or according to the individual's peculiar tastes and capacities or according to both of these together finds its beginning....It makes the preliminary survey of the student's special aptitudes and capacities, with a view to discovering to himself and to those interested in his future, what there is in him that may be made of most worth to society, and so most serviceable to his own self-realization."¹

¹

The Making of Our Middle Schools, p. 5.

Introduction

The term "Elementary School" is an elusive one, as is
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Historical Place of Latin in the Secondary Curriculum

Latin in our secondary schools is the gift from the past, the one subject which "fama obscura" has fixed so firmly in the curriculum that it has withstood until comparatively recent times all the attacks of scientific devotees and vocational enthusiasts. In the sixteenth century Martin Luther devoted part of his abounding energy to the organization of elementary and secondary schools. Of the latter he wrote "I hold it to be incumbent on those in authority to command their subjects to keep their children in school; for it is, beyond doubt, their duty to ensure the permanence of the above-named offices and positions so that preachers, jurists, curates, scribes, physicians, schoolmasters, and the like may not fail from among us; for we can not do without them....Wherefore, let magistrates lay these things to heart, and let them keep a vigilant look-out; and, wherever they see a promising lad,¹ have him pledged at school." This was the beginning in Europe of the "aristocracy of learning", the selective process by which "promising lads" were given special training that they might become leaders of their times. About the same time one can trace the origin of secondary schools in England. Near the beginning of the reign of Henry VIII, John Colet, Dean of St. Paul's, established the first school to be founded on

¹

S. C. Parker, Methods of Teaching in High Schools, p. 7.

the literary influences of the Renaissance. A brief and most interesting account of the founding of this school and its admission of children "according to the nountber of the setys in the scole" is given in The Making of our Middle Schools. Speaking of "What shall be taught", Colet said, "I say that ffylthy- nesse and all such abusyon which the later blynde worlde brought in which more ratheyr may be called blotterature than littera- ture I vterrrly abbanysh and Exclude oute of this scole and charge the maisters that they instruct the chyl dren in greke and Redyng laten."¹ Mr. Brown adds "Latin was not only employed in diplomacy, in science and in the learned profes- sions; a merchant or the baileff of a manor wanted it for his accounts; every town clerk or guild clerk wanted it for his minute book. Columbus had to study for his voyages in Latin; the general had to study tactics in it. The architect, the musician, every one who was either not a mere soldier nor a mere handicraftsman, wanted not a smattering of grammar, but a living acquaintance with the tongue as a spoken as well as a written language."² In college towns it is said that even the beggars made their appeals to the student passers-by in Latin. "The practise of employing Latin as an international language in documents addressed to the learned or official world lasted at least down to the date of the treaty of Ut- recht (1713) which was drafted in Latin."³

¹ E. E. Brown, op. cit., pp. 12-14.

² Ibid., pp. 17-18.

³ Aubrey A. Douglass, Secondary Education, p. 4.

In 1635 the Boston Latin School was established in the New World with the purpose of preparing boys for college from which they would enter the professions, mainly the ministry. From a course of seven years (begun at the age of seven or eight) the Latin School gradually raised the age of admission to ten years and limited the course to four. "The curriculum was almost entirely Latin, even to the extent of urging the boys to use it in their play."¹ Schools of this type with special emphasis on Latin dominated the secondary education of America for over a century and with the academies and public high schools of the nineteenth century kept Latin well to the front as the core of high school training.

In the latter part of the seventeenth century dissatisfaction with the current educational system began to appear. In 1693 John Locke was one of the first to remonstrate against using the college preparatory course for general secondary education. "There is nothing more ridiculous", he wrote, "than that boys designed for a trade should be sent to a Latin Grammar School. Yet thither not only Gentlemen send their younger Sons, intended for Trades, but even Tradesmen and Farmers fail not to send their Children, tho they have neither Intention nor Ability to make them Scholars. If you ask them why they do this, they think it is as strange a Question as if you should ask them, why they go to Church. Custom serves for

¹

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In fact the Boston Latin School was established in the
new world with the purpose of preparing boys for college from
which they would enter the professions, mainly the ministry.
From a series of such schools (many of the kind of school for
boys) the Latin School gradually became the sole institution
to the school and finally the school in town. "The curriculum
was almost entirely Latin, even in the study of writing the
boys to use it in their day." "The school of Latin was
opened in 1630 on the site of the present building, and
it remained for over a century and a half the school and the
the high school of the nineteenth century. It is well to
be found on the site of the high school building.

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Reason, and has, for those who take it for Reason, so consecrated this Method, that it is almost religiously observed by them."¹ Compared with this a statement made in 1913 by Professor E. L. Thorndike sounds strangely familiar. "Man has a veritable fashion for keeping up habits merely because he has them; there are men who would rather beat a sick child than write 'thru'. In education man often excuses himself in these futile conservatisms by the hope that such cherished antique fads may have magic potencies on the mind as a whole."²

¹ C. R. Jeffords, "The Evolution of Latin Teaching," School Review, XXXV (October, 1927), p. 577.

² E. L. Thorndike, Educational Psychology, Vol. II., p. 424.

The Trend of Enrollment in Latin

Not long ago the head of a great high school began a paper read before the New England Association of Colleges and Secondary Schools by referring to the "marked decline" in the enrollment in Latin. With the change in entrance requirements of many of the large colleges to allow any foreign language to be offered in place of Latin, many people, especially newspaper men, ever on the look-out for controversial material, have prophecied the downfall, even to extermination, of all interest in the Classics. Such prophets seize with avidity any passing allusion to the "marked decline" in the study of Latin and triumphantly quote percentages of enrollment to justify their acumen in matters educational. It is a well known fact that statistics are dangerous tools unless used with care and even so simple a matter as subject enrollment is no exception.

In 1905, according to the report of the Federal Commissioner of Education,¹ less than 10 percent of the children between the ages of fifteen and eighteen throughout the United States were enrolled in high schools. In 1928, the time of the last biennial survey, about 50 percent were so enrolled. Of course at the beginning of the century the high schools were of the traditional character whose curriculum was largely of the college entrance type with little or no provision for vocational or industrial training. In 1905 more than half of the pupils were enrolled in Latin. By 1915 this percentage had dropped to 37 percent, in 1922 to 27.5 percent and in 1928 to 22 per-

¹
Biennial Survey of Education in the United States, 1926-1928, p. 964.

The Trend of Enrollment in Latin

Not long ago the head of a great high school began to wonder what the New England Association of Colleges and Secondary Schools by referring to the "marked decline" in the enrollment in Latin. With the change in entrance requirements of many of the large colleges to allow any foreign language to be offered in place of Latin, many people, especially newspaper men, even on the look-out for sensational material, have prophesied the downfall, even to extinction, of all instruction in the language. Such prophetic claims with evidence are usually allusion to the "marked decline" in the study of Latin and the rapidly growing percentage of enrollment in history which now men in western education. It is a well known fact that statistics are frequently used with care and even so there is a danger of exaggeration in an exception.

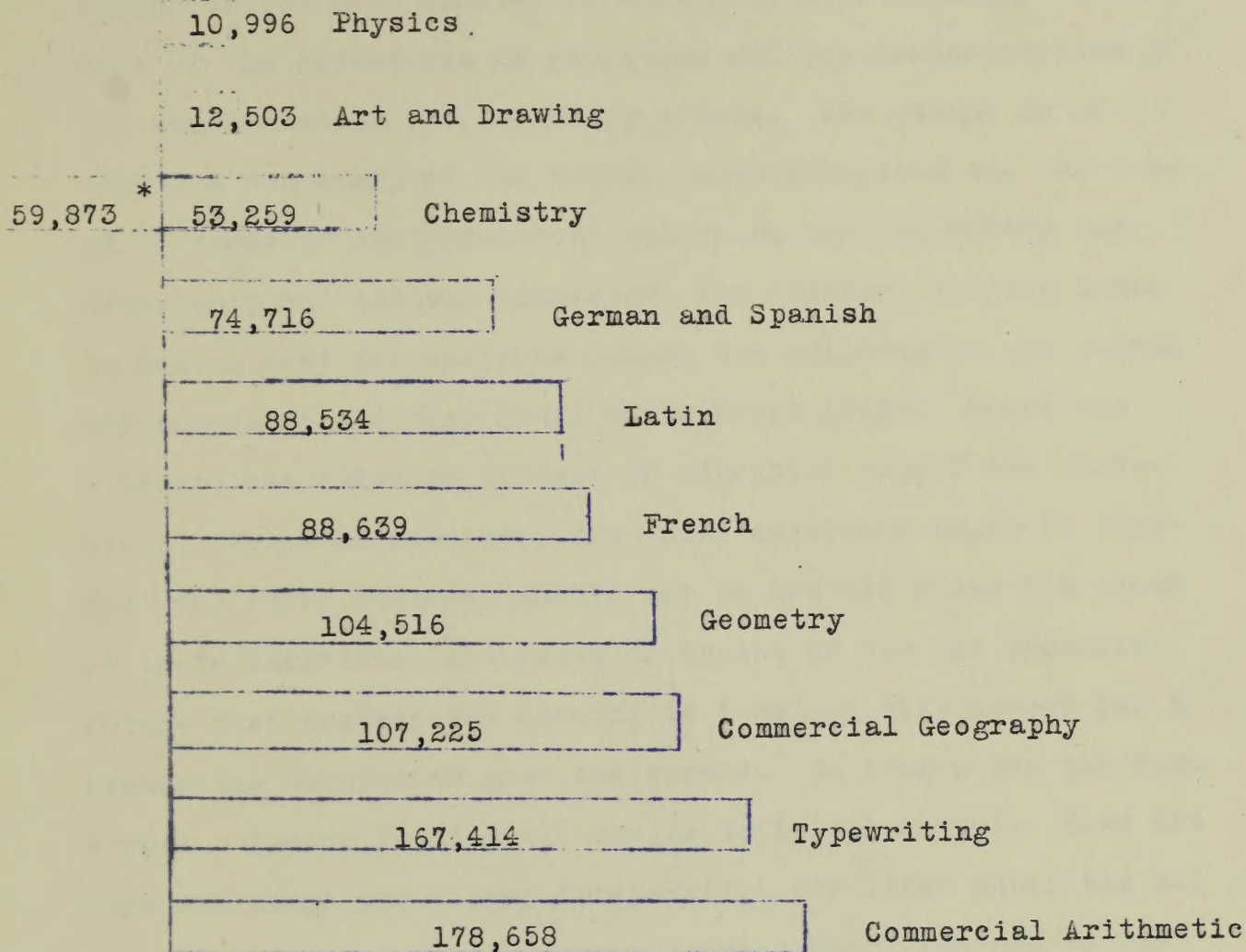
In 1900, according to the report of the Federal Commission on the Education of the Children of the United States, less than 10 percent of the children between the ages of fifteen and eighteen throughout the United States were enrolled in high schools. In 1910, the time of the first national survey, about 25 percent were so enrolled. Of course at the beginning of the century the high schools were of the traditional character whose curriculum was largely of the college entrance type with little or no provision for vocational or industrial training. In 1900 more than half of the pupils were enrolled in Latin. By 1910 this percentage had dropped to 27 percent, in 1920 to 27.5 percent and in 1925 to 28 percent.

cent. Up to 1922 more than half the enrollment in foreign languages was in Latin. In 1928 it had dropped to 46 percent. At first sight these figures offer a gloomy outlook for Latin but a closer view throws a different light on the question. Another comparison is in actual numbers enrolled, rather than in percents. To avoid comparison of the old type of classically dominated curriculum with the modern widely differentiated courses, 1922 is taken as the starting point. It is since then that the marked changes in college entrance requirements have come. No state university now requires Latin except the University of Florida and within the last five years four of the large eastern colleges have substituted any foreign language for the Latin requirement. In 1922 out of 15,598 public and private high schools reporting, 688,547 pupils were studying Latin. In 1928 from 16,941 schools 777,081 were reported - an increase of 88,534. In the same time the number studying French increased by 88,639 - a gain easily accounted for by the new emphasis on international comity as expressed through foreign scholarships, exchange students, etc. The gain in German and Spanish together was 74,716. Meanwhile the gain in Commercial Geography was 107,225, in Typewriting 167,414, and in Commercial Arithmetic 178,658 - a straw to show the way of the wind in these practical times.

The accompanying chart shows the increase in enrollment in many of the high school subjects from 1922-1928.

up to 1952 more than half the enrollment in Latin American studies was in Latin. In 1952 it had dropped to 46 percent. At first when these figures offer a gloomy outlook for Latin studies, a closer view throws a different light on the situation. Another explanation is in actual numbers enrolled, rather than in percentage. To avoid exaggeration of the size of classes, only semester courses with the student body difference are shown. In 1952, 1953 is taken as the starting point. It is almost true that the subject changes in college entrance requirements have been. The state university now requires Latin except the University of Florida and within the last five years four of the large state colleges have required any foreign language for the Latin requirement. In 1952 out of 10,000 pupils in the and private high schools reporting, 200,000 pupils were studying Latin. In 1953 from 10,000 schools 177,000 were reported - an increase of 25,000. In the same time the number studying French increased by 25,000 - a gain nearly equalled for by the new emphasis on international coming as well as through foreign languages, exchange students, etc. The gain in German and Spanish together was 25,710. Meanwhile the gain in Commercial Geography was 187,500, in Typewriting 187,510, and in Commercial Arithmetic 178,000 - a gain to cover the way of the wind in these practical times. The accompanying chart shows the increase in enrollment in many of the high school subjects from 1952-1953.

Increase in Enrollment in Certain Subjects in Public and
Private High Schools from 1922 to 1928



* Ancient History - decrease

40,000

Increased the enrollment in certain subjects in 1933 and

Private High Schools from 1933 to 1935

10,000

12,000

14,000

16,000

18,000

20,000

22,000

24,000

26,000

28,000

29,000

30,000

Modern Objectives and the Study of Latin

The two topics of greatest interest in the realm of education in the last quarter of a century have been the statement of the objectives of education and the reconstruction of the curriculum in the secondary school. The second is of course a corollary of the first. When education was expressed in terms of such practical values as health, worthy home membership and ethical character, the thinking citizen began to demand that the subjects taught his children in the secondary school should bear fruit along these lines. Those who hitherto had taken no thought of education beyond the fundamental processes necessary for daily existence began to question why their children should not be trained along the lines of their individual interests or tastes or for the probable future that society was opening to them and this demand for a broadening curriculum grew and spread. No longer was the high school a feeder for the college or technical school. More and more was heard the slogan "preparation for life" until the old academic, formal, rigid, narrow courses had given way to the practical, functional, flexible, broad curriculum of the modern high school. The proof of the value of this change is seen in the fact that while in 1908 the percentage of pupils in the first year of High School reaching the fourth was 30.9, in 1928 it was 53.5.¹ But this reconstruction is attended by many difficulties. Conditions, social and economic, change so

¹
Biennial Survey, op. cit., p. 976.

Modern Objectives and the Study of Man

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rapidly and make so many demands that unless the leader in education is constantly in search for the elements leading to effectiveness in the different opportunities of life, and offering help in the schools to gain these elements, he will merely present a number of unrelated trees of exploratory courses without pointing the way to the real forest of true education. It is one purpose of this paper to show that Latin can and does contribute a unifying influence, bringing together these elements by a better understanding of the mother tongue which is the foundation of them all.

The first study to be made of this country into the value and content of Latin was that of the subcommittee on Latin of the Committee of Ten on Secondary School Studies of the National Education Association in 1894. Although this report helped to crystallize the practice of schools in regard to the amount of Latin read, it suggested little on the subject of values. It said that Latin was still entirely on professed courses, and Latin was treated as a kind of dead part of all further intellectual work.

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It is the purpose of this paper to show that Latin can and
does contribute a lasting influence, bringing together these
elements of a better understanding of the world around which
is the foundation of true life.

A Restatement of Values in the Study of Latin

There is no doubt that the apparent trend away from Latin in our secondary schools has been hastened by our failure to state clearly, even to ourselves, the values of training in Latin today. "In discussing the objectives of the study of Latin, it is necessary at the outset to emphasize the important distinction between ultimate and immediate objectives. By ultimate objectives are meant those which involve educational values upon which the justification of Latin as an instrument in secondary education must depend, namely, those abilities, knowledges, attitudes and habits which continue to function after the school study of Latin has ceased. By immediate objectives are meant those indispensable aims in which progressive achievement is necessary to ensure the attainment of the ultimate objectives but which may cease to function after the school study of Latin has ceased."

The first study to be made in this country into the value and content of Latin was that of the subcommittee on Latin of the Committee of Ten on Secondary School Studies of the National Education Association in 1894. Although this report helped to crystallize the practice of schools in regard to the amount of Latin read, it suggested little on the subject of values. Emphasis was laid entirely on postponed returns, and Latin was treated as a sine qua non of all further intellectual work.

¹

Classical Investigation, p. 32.

A Reassessment of Values in the Study of Latin

There is no doubt that the present trend away from Latin in our secondary schools has been hastened by our failure to state clearly, even to ourselves, the values of training in Latin today. "In discussing the objectives of the study of Latin, it is necessary at the outset to emphasize the important distinction between ultimate and immediate objectives. By ultimate objectives are meant those which involve education in values upon which the justification of Latin as an instruction in secondary education must depend, namely, those abilities, knowledge, attitudes and habits which continue to function after the school study of Latin has ceased. By immediate objectives are meant those indispensable aids in which progress in achievement is necessary to achieve the attainment of the ultimate objectives but which may cease to function after the school study of Latin has ceased."

I

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The report of the Committee of Twelve (American Philological Association, 1899) had no interest in formulating any statement of values in the study of Latin but coming as it did just after a marked increase in the enrollment of Latin students, its chief "concern seems to have been what these pupils could¹ do for Latin, not what Latin could do for the pupils". In 1909 the College Entrance Examination Board joined with the American Philological Association to issue the report of the Commission of Fifteen, and, as was to be expected, with the sole outlook of preparation for college. In 1913 the preliminary report of the Committee on Classical Languages of the National Education Association offered an additional suggestion on educational or potential values. This was chiefly along negative lines, viz., the denial of "automatic transfer". In their unpublished report of 1921 was the following statement:

"The Committee further holds that in proportion as such potential values are conspicuously the aim of the work in Latin and are consciously developed, in like proportion conditions are favorable to their realization as actual results of the work in Latin."²

This report emphasized that Latin should be taught so as to be worth while even if not continued. There is here no mention of "preparatory" work.

In 1924 came the Classical Investigation of the American Classical League to show objectively by its tests and measure-

¹ Mason D. Gray, The Teaching of Latin, p. 4.

² A. J. Inglis, Principles of Secondary Education, p.462.

The report of the Committee of Twelve (American Ethnological Association, 1935), had no interest in formulating any statement of values in the study of Latin but coming as it did after a marked increase in the enrollment of Latin students, the chief "concern" seems to have been what these pupils would do for Latin, not what Latin would do for the pupils. In 1935 the College Entrance Examination Board joined with the American Ethnological Association to issue the report of the Commission of Fifteen, and, as was to be expected, with the sole outlook of preparation for college. In 1935 the preliminary report of the Committee on Classical Languages of the National Education Association offered an additional suggestion on educational or potential values. This was chiefly a long negative line, viz., the denial of "anthropological interest". In their unpublished report of 1935 was the following statement:

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In 1934 came the Classical Investigation of the American Classical League to know objectively by its name and members.

ments what hundreds of coöperating teachers asserted were the values of the study of Latin. These values have become so much a part of Latin teaching that they seem almost axiomatic but if, as one of the leaders in Latin methods declares, "The future of Latin in the secondary schools now rests in the hands of the secondary teachers of Latin",¹ they can not be too often repeated, viz., "those abilities, knowledges, attitudes and habits which continue to function after the school study of Latin has ceased, e. g., the ability to determine the meaning of an unfamiliar English word derived from Latin, the habit of sustained attention, or an appreciation of the influence of Roman civilization on the course of western civilization."²

While there can be no quarrel with this statement of values, the Investigation does fail to take into consideration one important fact concerning the practically-minded young person of secondary school age. If it is true that less than five of those beginning Latin go on with it in college and two thirds drop it by the end of the second year,³ any course must face frankly the value of Latin for these pupils. They certainly will not acquire a reading knowledge of the language as stated in the Investigation. Their "ability to determine the meaning of an unfamiliar English word derived from Latin" will be so limited as to be of little value; their "habit of sustained attention" can be established as well from their work in Mathe-

¹ Mason D. Gray, op. cit., p. 11.

² Classical Investigation, p. 32.

³ Ibid., p. 31.

matics or Science, their "appreciation of the influence of Roman civilization on the course of western civilization" will (if they have any) probably be drawn from History rather than from language study. Yet Latin has a value even for such students that no other subject in the curriculum can offer.

The second of the stated Cardinal Objectives of modern education is the "Command of Fundamental Processes". At the root of all these as long as we live in organized society, is the necessity for the expression of thought. The alert mind of the High School student is constantly absorbing impressions from the courses offered him which are striving to meet the needs of changing conditions in his environment. The danger is that the mind will be content with words or the names of these new ideas. As Dewey says "Words, the counters for ideas are, however, easily taken for ideas....we are very easily trained to be content with a minimum of meaning, and to fail to notice how restricted is our perception of the relations which confer significance. We get so thoroughly used to a kind of pseudo-idea, a half perception, that we are not aware how half-dead our mental action is...." ¹ Therefore "if any training of the human mind is possible which will tend not only to greater power of generalization, but to a higher degree of accuracy in forming judgments, it will be some process of ensuring a more usual awareness of the meaning of symbols". ²

¹ John Dewey, Democracy and Education, p. 168.

² B. W. Bradley, "The Effect of Foreign Language Study on Habits of Thinking," Classical Weekly, XXV (October 5, 1931), p. 2.

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der of activity in forming judgments, it will be some process
of reaching a more actual awareness of the meaning of symbols".

John Dewey, Democracy and Education, p. 168.

1. E. Franklin, "The Effect of Foreign Language Study on Habits
of Thinking," Psychological Review, XIV (October 3, 1907), p. 2.

If "symbols" be interpreted as elements of language, it is here that Latin is of first importance in education for as Mr. Bradley says, "Other things being equal, the more difficult the direct association of the foreign symbol with the vernacular symbol, the more certain is the direction of attention to analysis of the thought-content."¹ The actual value then of Latin in the secondary school is to create and develop the logical sense that leads to clear thinking. Its objectives will naturally shape themselves to this end. Some one has said "The study of language is the study of the anatomy of thought."² When the body is well, one gives little heed to anatomy, but when sickness comes, a knowledge of structure and functions is required to restore normal balance. Only infinite patience and careful attention to details give the physician and surgeon their skill. So in matters of thinking or speaking, one may skim the surface of a limited vocabulary in every day conversation, but when there is trouble with the thought relations, then the mind must apply itself with concentrated attention and the habit of thinking accurately and expressing oneself precisely is demanded. "The ability to get the meaning of an unknown English word" is inseparably connected with this. The final answer to the much discussed question as to whether thought can exist without words may well be left to the experiments of the psychologist but to the practical person, a thought is of little value if he can not express it

¹

B. W. Bradley, op. cit., p. 5.

²

A. W. Pickard, "The Contribution of the Classics to Education", in the Harrow Lectures on Education, Cambridge, 1931.

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person, a thought is of little value if he can not express it

H. W. Bradley, op. cit., p. 12.

A. W. Rickard, "The Contribution of the Classics to Educa-
tion," in the Modern Language Association, Cambridge, 1921.

to those about him and he seldom gets far in his thinking without needing to grasp the meaning of the words with precision, many of which may be unfamiliar to him.

Another objective stated by the Investigation is "the development of certain desirable habits and ideals which are subject to spread, such as habits of sustained attention, orderly procedure, overcoming obstacles, perseverance; ideals of achievement, accuracy and thoroughness; and the cultivation of certain general attitudes such as dissatisfaction with failure or with partial success."¹ Even after many years of heated discussion, the subject of the possibility of spread or the transfer of habits and ideals is still debated. However, the opinions of psychologists in general have changed markedly in the last quarter of a century. Thirty-eight out of sixty-five experts consulted by the Investigation gave an unqualified affirmative answer to the question "Do you consider that such traits, if developed in the study of Latin, are subject to spread in fields outside of Latin?" In the study made of the reorganization of mathematics in secondary schools, 87 percent of the psychologists consulted gave the opinion that transfer of training is an established fact.²

Assuming then that it is possible to bring habits of sustained attention, orderly procedure, etc., from one subject to another or from one set of experiences to another, there can be

¹ Classical Investigation, p. 57.

² Ibid., p. 56.

to those about him and he seldom gets far in his talking without needing to grasp the meaning of the words with precision, many of which may be unfamiliar to him.

Another objective stated by the investigation is "the development of certain desirable habits and ideals which are essential to a high level of sustained attention, orderly procedure, overcoming obstacles, perseverance; ideals of efficiency, accuracy and thoroughness; and the cultivation of certain general attitudes such as satisfaction with failure or with partial success." Even after many years of careful observation, the subject of the possibility of spread or the transfer of habit and ideal is still debated. However, the opinion of psychologists is general that habit and ideal in the last quarter of a century. Thirty-eight out of sixty-five experts consulted by the investigation gave an unqualified affirmative answer to the question "Do you consider that such habits, if developed in the study of Latin, are subject to spread in fields outside of Latin?" In the study made of the propagation of habituation in secondary schools, at present of the psychological community have the opinion that transfer of habituation is as established fact.

Assuming then that it is possible to bring habits of sustained attention, orderly procedure, etc., from one subject to another or from one set of experiences to another, there can be

no doubt that the development of such habits will be a prominent aim in the mind of the teacher of Latin from the beginning of the course. Orderly procedure, overcoming obstacles and perseverance, if stressed particularly in the early years, should automatically lead to sustained attention, and objective tests of these habits offer a fair standard for determining the desirability of continuing the Latin work. While the teacher must labor constantly and definitely to establish this habit of sustained attention from the first lesson, it is the work of the later years that offers the greatest opportunity for its development. "The effort to comprehend the thought-content of a passage in a foreign language compels not only the use of the elements of language but also simultaneously the focussing of attention upon the meaning of those symbols."¹ Thus the habit of sustained attention based on the perseverance necessary for the mastering of difficulties presented by the alien vocabulary, and the orderly arrangement of symbols in the form of inflections, become the chief aim of the course which has for its special value the making of logical minds through the study of thought expressed by language. Some pupils will never sight the goal. Such pupils can be discovered by the use of prognosis tests and it is one of the problems of guidance to direct them away from work in foreign languages.

¹

B. W. Bradley, op. cit., pp. 4-5.

no doubt that the development of such habits will be a prominent aim in the mind of the teacher of Latin from the beginning of the course. Ordinarily, however, overlooking obstacles and perseverance, if stressed persistently in the early years, should automatically lead to sustained attention, and objective focus of these habits offer a fair standard for determining the desirability of continuing the Latin work. While the teacher must labor constantly and definitely to establish this habit of sustained attention from the first lesson, it is the work of the later years that offers the greatest opportunity for its development. "The effort to comprehend the thought content of a passage in a foreign language compels not only the use of the elements of language but also simultaneously the formation of attention upon the meaning of these symbols." Thus the habit of sustained attention based on the perseverance necessary for the mastering of difficulties presented by the alien vocabulary, and the orderly arrangement of symbols in the form of inflections, become the chief aim of the course which has for its special value the making of logical sense through the study of thought expressed by language. Some progress will never light the goal. Such habits can be discovered by the use of progressive tests and it is one of the purposes of this course to direct them away from work in foreign languages.

"The appreciation of the influence of Roman civilization on the course of western civilization" which the Investigation lists as its third objective seems an immediate rather than an ultimate aim for the secondary school. To deal with this subject in any thorough or scholarly way requires the time allotment of a whole course and can best be done in the History class. However, as a background of all Latin reading, the influence of Roman ideals in private life, political economy, and principles of government in shaping the thought and practices of our time can and should be emphasized from the beginning. This emphasis should not necessarily lead to such an answer as given by a girl who, when asked what she had taken away from her Latin, replied "The way to carry on war from Caesar", but the similarity of problems facing the thoughtful citizen of Rome in the days of the Republic and those presented to the voter in the twentieth century is too striking to be overlooked. If "Knowledge which is useful in the control of situations of everyday life" is accepted as one of the objectives of our modern education, there can scarcely be a better source than the problems Cicero was obliged to meet. A word of warning just here. In the words of the homely old saying, there is danger that "the tail may wag the dog". The Classical Investigation lists four and a half pages of topics to be developed as¹ occasioned by contact with them in the Latin reading. "The

¹ Classical Investigation, op. cit., pp. 152-156.

"The appreciation of the influence of human civilization on the course of western civilization" which the investigation lists as its third objective seems an immediate rather than an ultimate aim for the necessary school. To deal with this subject in any thorough or scholarly way requires the time equivalent of a whole course and can best be done in the History class. However, as a background of all later reading, the influence of human ideals in private life, political economy, and principles of government in shaping the thought and practices of our time can and should be emphasized from the beginning. This emphasis should not necessarily lead to such an answer as given by a girl who, when asked what she had taken away from her Latin, replied "The way to carry on war from Caesar", but the significance of problems facing the thoughtful citizen of Rome in the days of the Republic and those presented to the voter in the twentieth century is too striking to be overlooked. If knowledge which is useful in the control of nations of everyday life is accepted as one of the objectives of our modern education, there can scarcely be a better source than the problems Cicero was obliged to meet. A word of warning must here. In the words of the homely old saying, there is danger that "the tail may wag the dog". The classical investigation lists four and a half pages of notes to be developed as occasioned by contact with them in the Latin reading. "The

knowledge of Roman character together with its influence on Western civilization" is without doubt a legitimate immediate aim but only to the extent that it is necessary for the reaching of the ultimate objective, i. e., the ability to think and express the thought precisely. "Everything that is inconsistent with the attainment of these two ends or which trespasses largely upon the time required for such attainment - the study of Realien, history, art, political and ethical ideas, and English etymology - should be frankly recognized as forming a study distinct from the study of the foreign language. All these have their value and many occasions arise in a language course for devoting - in passing - attention to them. But, when they are introduced, they should be admitted strictly as incidental material, and not be allowed to preempt a place which was not intended for them." After all, "Under modern conceptions of efficiency, each educational end should be approached directly by the course which leads to it with the minimum of wasted time and of intellectual effort. At present, since we confuse the various purposes and do not concede fully the priority of any, our trend is towards failure to achieve both the one group of desiderates and the other.¹ In any course of study adapted to our over-crowded curriculum, this consideration is of the utmost importance. Recently one of our large cities brought out a course in Latin for the eighth and ninth grades. In each of

¹
B. W. Bradley, op. cit., p. 4.

the four semesters several pages are devoted to work in "Res Romanae" and "Latin in English" - an outline of two excellent courses in the legendary history of Rome and English word study. The "Suggestions" at the end of this course of study, while valuable in the help they offer to the teacher, include a half-page of exhibits to be compiled by the class. Excellent as they are and helpful in developing interest, such helps belong to the extra-curricular work and not to the serious work of the regular course. The reproduction of Caesar's bridge may awaken the latent talent of some Eads in the class, but if the boy goes no further in his Latin than the description of the bridge, he had better have found his model directly through the medium of his own language.

Probably the average teacher of Latin in secondary schools is far more concerned with immediate than with ultimate objectives. According to the Classical Investigation, "The indispensable primary immediate objective in the study of Latin is the progressive development of ability to read and understand Latin."¹ Without doubt the greatest change in the teaching of Latin lies just here. There is no teacher of Latin worthy of the name that would not accept this as a foregone conclusion and yet, in many cases, the emphasis in this objective has been on translation rather than on comprehension and on certain definite portions of certain authors than on Latin itself. Too long has this ob-

¹

Classical Investigation, op. cit., p. 32.

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jective been interpreted as the progressive development of ability to translate four books of Caesar, six orations of Cicero and six books of the Aeneid with as much understanding as time and the requirements of college preparation allow. With attention divided between meeting the requirements of the course of study and adapting the material to the needs of the varying classes, the harassed teacher has been perforce satisfied with the stone of translation offered her in place of the bread of comprehension with gratitude if the former had any semblance to the native tongue of the pupil. Ultimate objectives? Perhaps, for those who had time for educational psychology, but for the practical purpose of getting Mary and John into college, "the ground must be covered."

Fortunately, this condition need no longer exist. Thanks to the Classical Investigation, the ipse dixit of the College Entrance Board has been liberalized. In 1925, a commission, including representatives from both colleges and preparatory schools (public as well as private), brought out the following statement:

"The whole trend in the past few years in connection with the examinations in languages, both ancient and modern, - and the Commission believes the trend is in the right direction - has been away from the translation of prescribed readings and towards the introduction or increased emphasis of sight translation."¹

1

Report of the Commission of the C.E.E.B. to Revise the Requirement in Latin, adopted, 1926, p. 6.

In accordance with this recommendation, the examinations now are of a nature to test the ability of the student to understand Latin rather than his verbal memory of individual facts. That this change is not altogether popular with the teachers of Latin is evident from the complaints that are heard concerning the character of the papers set on the examinations, complaints sometimes well founded when the questions for comprehension presuppose a college maturity of mind in the secondary school pupil, but the new type of paper is still in the embryo state. The process of evolution is slow but the trend is certainly in the right direction. Perhaps the greatest danger lies in the tendency of the secondary school to accept too easily the material offered to insure "the progressive development" of the reading ability. While the market is being flooded with pseudo-Latin readers, books which offer a jargon, neither Latin nor English, sugar-coated with a superficial knowledge of Roman life and customs, the teacher, especially if not thoroughly grounded in the spirit and genius of the Latin, can easily be swept along on the tide of least resistance to accept a "made Latin" which leads neither to the creation of logical thinking nor to the comprehension of any genuine Latin. This is not meant for a condemnation of all made Latin. Doubtless if the acquaintance with Latin literature is to be extended, much selection and adaptation must be made,

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and the reading ability must be developed gradually by the use of "easy, well-graduated and attractive material",¹ as suggested in the Investigation. But from the very beginning of reading the pupil must be trained to realize that here is a language that expresses thought in a different way from the English and that it is worth while to study that way, to compare it with his own and finally to express exactly the thought that he finds.

¹

Classical Investigation, op. cit., p. 127.

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The Evaluation of the Aims of Present-Day Teaching

The Classical Investigation sought to evaluate the various objectives of Latin study through questionnaires sent out to different classes of people, including supervisors, college professors, college graduates and undergraduates, and senior classes in the high school. To check the actual value of Latin to the present-day student one question was asked recently of the students in the Vergil and Cicero classes of ten schools, both public and private, mainly in New England. Without special preparation and in class, so that there might be no comparison or conference, the pupils were asked to make the following written statement:

Have you ever made any use of your Latin outside of class?

If so, state definitely in what way.

To avoid any writing for effect, the classes were urged to tell the simple truth, omitting signatures if they so desired. In considering the returns it must be kept in mind that these answers are based on the conscious use of Latin on the part of the student. Of course in many cases further thought or conference would have disclosed other uses of equal or superior value. There were 850 answers received. Of these 47 or 6 percent frankly admitted that they had never used their Latin outside of class. Three gave as their only use the assistance of others in translating their Latin.¹ 71 percent used it in rec-

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Have you ever made any use of your Latin outside of class? If so, state definitely in what way.

To avoid any writing for effect, the classes were urged to tell the simple truth, nothing whatever if they so desired. In considering the returns it must be kept in mind that these answers are based on the conscious use of Latin in the past of the student. Of course in many cases further thought or experience would have disclosed other uses of equal or superior value. There were 800 answers received. Of these 47 or 6 per cent frankly admitted that they had never used their Latin outside of class. These gave as their only use the knowledge of others in translation their Latin. 71 percent used it in two-

ognizing the meaning of English words with frequent reference to time saved from consulting the dictionary. 27 percent found equal help with their French vocabulary and 6 percent in the vocabulary of other modern languages, especially Spanish and Italian. Including all the different aspects of English that were mentioned, vocabulary, spelling, grammar, appreciation of allusions, development of style and taste, and other subjects in the curriculum, there were 1260 cases mentioned where Latin¹ had been used in connection with other subjects of the course.

Application of Latin as expressed by 850 pupils in Cicero and Vergil classes.

<u>In English</u>	777
Vocabulary	601
Grammar	62
Spelling	48
Appreciation of allusions	42
Improvement of style	20
Improvement of taste	4
<u>In other languages</u>	286
French	232
German, Italian, Spanish	54
<u>In science</u>	116
Chemistry	73
"Science"	36

examining the meaning of English words with frequent reference to time saved from consulting the dictionary. 37 percent found actual help with their French vocabulary and 3 percent in the vocabulary of other modern languages, especially Spanish and Italian. Including all the different aspects of English that were mentioned, vocabulary, spelling, grammar, application of relations, development of style and taste, and other subjects in the curriculum, there were 1330 cases mentioned where Latin had been used in connection with an aspect of the course.

Application of Latin as expressed by 333 pupils in terms and

Verbal answers.

In English		
Vocabulary	571	797
Grammar	33	
Spelling	43	
Application of relations	43	
Development of style	30	
Development of taste	3	
In other languages		333
French	333	
German, Italian, Spanish	3	
In science		113
Chemistry	75	
"Biology"	38	

Botany	3
Physics	3
Physiology	1
<u>In history</u>	55
<u>In Mathematics</u>	26
TOTAL	1260

When it came to the use of Latin outside of school, still more interesting material was produced. 341 had found it useful in reading mottoes of societies, inscriptions on buildings, coins, etc., and quotations met in their general reading, 38 in connection with their music, understanding musical terms or names and words of songs, 35 had used it in cross-word puzzles, 24 to understand medical terms, including reading doctors' prescriptions, 24 in their church services, 19 in interpreting advertisements, 12 in work they were doing outside of school (chiefly in drug stores), 7 in traveling abroad, 4 in connection with art work, 4 as a secret code, 3 to translate diplomas, 2 to win merit badges for the scouts and 1 to translate a Latin play. Finally there were 23 instances of its use in disciplinary training, including 10 in the development of clear thinking, 7 of concentration, 2 each of observation and of training in how to study, and 1 each in the improvement of the imagination and the memory.¹ There was no doubt concerning this transfer of mental qualities. Such statements as the

¹ Figure 2.

Botany	3
Physics	3
Physiology	1
In History	30
In Mathematics	30
TOTAL	120

When it came to the use of Latin outside of school, still more interesting material was produced. Set had found it was in reading notices of societies, inscriptions on buildings, coins, etc., and quotations was in their general reading, 30 in connection with their music, understanding musical terms or names and words of songs, 35 had used it in cross-word puzzles, 24 to understand medical terms, including reading doctors' prescriptions, 34 in their church services, 19 in interpreting 30-versements, 12 in verse they were doing outside of school (chiefly in Greek verses), 7 in traveling abroad, 4 in connection with the work, 2 as a secret code, 3 to translate 10 was, 2 to win merit badges for the scouts and 1 to translate a Latin list. Finally there were 22 instances of its use in disciplinary training, including 10 in the development of clear thinking, 7 of concentration, 2 each of observation and of training in how to study, and 1 each in the improvement of the imagination and the memory. There was no direct connection with transfer of mental qualities. Such statements as the

following show that in the minds of the writers Latin has been useful in forming certain habits.

"The Roman language requires a great deal of study in order to understand it. From this necessary study one gets the knack of concentration and once he can concentrate he makes a habit of it (usually)." As soon as you have learned to concentrate in any one subject, you can concentrate on any other." "Latin has helped me the most in the question of study since to learn a Latin lesson I find it necessary to put everything out of my mind except Latin. In other words I have learned to concentrate." "Watching for cases, etc., makes one's mind keener to detect little things which mean much in life." "Latin makes you really think and keeps you alert." "It has taught me to think rapidly and accurately in solving intricate problems." "Latin furnishes a course in memory that can not be excelled by any other subject."

In all fairness it should be said that not all the answers were of this type. Usually, when there had been no use made of the Latin, a statement to that effect was considered enough but sometimes an explanation seemed to be necessary, as in the following:

"It trains and disciplines the mind. I can't quite explain how but it requires so much time it must." "I think these things are not worth the hours of study it takes to learn Latin." "I think only doctors, lawyers and teachers who specialize in the language are the only ones who ever use it."

Finally, a few general answers may be of interest to show what idea the present-day pupil has of the value of his Latin.

"Most long and ungainly words do come from Latin." "I do not, however, think of Latin in a practical way. Rather I consider that it has a certain enjoyment entirely apart from my other studies." "I have really learned more English Grammar from my Latin rules than I ever learned in studying plain English Grammar." "It is an interesting language whose regularity, dignity and order make it singularly pleasing in contrast to the Gallic vagaries and Saxon irregularities of the other two most studied languages, French and English." "Were this course

Following was the substance of the written report which was
received in London on 11th March.

"The Roman Catholic religion is a great deal of study in
order to understand it. From this knowledge, however, and from
the kind of conversation and what he can understand as
the kind of life of the people, it is soon as you have been
ed to understand in any way, and you can understand
on any other." "What has helped me to do this is the
kind of study since I have a Latin version I find it
easier to do everything out of my mind except Latin. In
other words I have learned to communicate." "Nothing for
years, but, when one's mind is able to do it, it is
things which mean much to life." "Latin makes you think
of things and keeps you alert." "It has helped me to think
freely and naturally in solving intricate problems."
"Latin has been a good thing in many ways and has helped
me to do better things."

In all the years it should be said that all the things
were of this kind. Finally, when there had been a lot of
of the kind, a statement to that effect was considered and
the following explanation seemed to be necessary, as it was

Following:
"It is true and distinctive the same. I have quite
explained how but it is not the same as it was. I
think these things are not worth the trouble of study if
there is to be a Latin. "I have only a few words
and remember who are in the language and the way
and who ever use it."

Finally, a few general remarks may be of interest to those who
have the present-day might be of the value of his Latin.

"First of all, and especially words of some kind Latin."
"I do not, however, think of Latin as a practical way.
Before I was older, but it has a certain enjoyment which
is great from my own studies." "I have really learned
more Latin than I have from my Latin class than I ever
learned in studying it in the Latin class." "It is an
interesting language which is greatly, slightly and other
ways. It is a language in which the other two great
languages and those of the other two great
languages, French and English." "There is no course

to be dropped from the schools, a limb of the none-too-robust tree bearing the fruit of our teachers' efforts in English would thereby be lopped." "It is a higher language and when it is abolished as we are informed certainly the level of education will have been lowered."

To sum up then: the study of Latin as Latin has lost its dominance in the curriculum of secondary schools because of changing social, economic and industrial conditions but it still retains its value as an instrument for the creation of competent minds through the study of thought-content and thought symbols or words. The new courses in Latin required in the reorganization of the secondary school program are those that recognize this as their ultimate objective and that offer definitely defined immediate aims that will lead to such development.

to be dropped from the schedule, a kind of the non-
subject, these persons are listed as "residents" of the
in English words, they are listed. "It is a higher
language, and when it is spoken as we are, it is not
being the level of language will have been lost."

So you see, the study of Latin as a language is

the foundation in the construction of modernity, especially

of changing social, economic and industrial conditions, and it

will remain a value as in language for the creation of

complex, which shows the kind of thought-process and movement

symbolic of words. The new social Latin is listed in the

other section of the modernity social system and social

and the time as a part of the social system and the other

is the kind of language that will be used to new levels.

next.

Applications of Latin (in Percent)

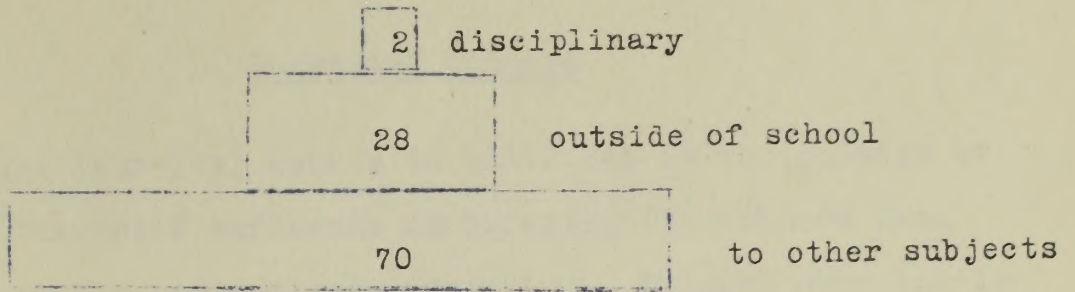


Figure 2

Pupils in Cicero and Vergil Classes of 10 High Schools
reporting their Use of Latin

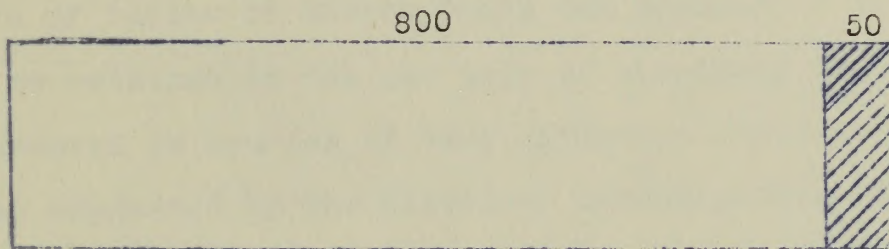


Figure 1



using



not using

Application of Law (in percent)

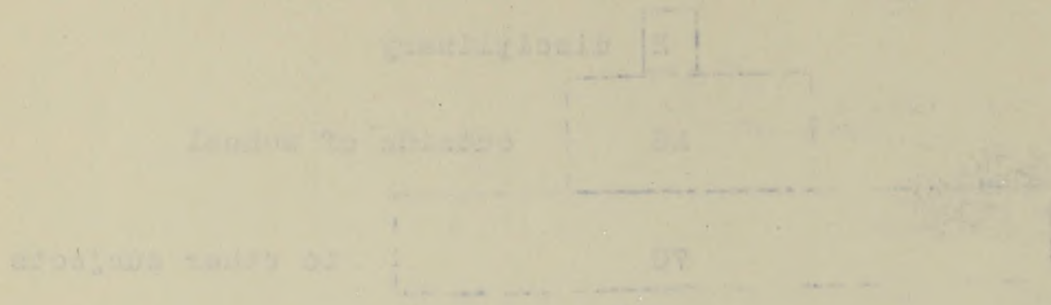


Figure 2

Profile in terms of Verbal classes of 12 high schools

reporting their use of Law



Figure 1

value
out value

Suggested Courses

The old four-year course in Latin has in the opinion of many been the chief influence in bringing the subject into disrepute in the reorganized curriculum. Brought over bodily from the European educational systems where it has flourished for generations as a six-year course, it has introduced into the American system all the evils of carelessness which necessarily follow from trying to condense a full course into too short a time allowance. The result has proved the fallacy of the attempt too often by a harvest of failures or by the steadily growing conviction that attainments resulting from such pressure are incommensurable with the effort expended and subversive of habits of thoroughness and accuracy. If the Latin is to be retained in the new type of secondary school, it must be presented in courses of very different content.

As suggested by the Classical Investigation, two courses¹ of three years each may be offered, if in a 6-3-3 system, the first course in the Junior High and the second in the Senior, but whatever the system, the two courses should be closely articulated. The first of the two may be of a general character with emphasis on the general principles of language. Some think that this first course should be primarily a study of English, beginning with a historic study of the background of English and passing gradually to an exploratory language course. Clyde R. Jeffords outlines a fascinating course with

¹

Classical Investigation, op. cit., p. 259.

special emphasis on word study.¹ He calls it "an integrating course with elements of Latin that are of a general practical nature", leaving the last three years for a study of advanced technical work. The only Latin that is introduced is in grade nine where are offered "the rudiments of inflection and syntax". The only reading done is narratives introduced for sight reading with supplementary reading for bright pupils. His aim is "to develop ability in English vocabulary syntax restricted to the elements common to English and Latin". Little fault can be found with this as a course in English but if Latin is to be presented at all, it should start "at a time when pupils are much more responsive to sounds, words and sayings and when they also have the greatest pleasure in learning by the simple process of imitation."²

The aim of the two courses is the training of the student to understand the thoughts of others as expressed in ways different from those of his own language and to express the thoughts precisely in his own tongue. While this is the ultimate objective of both courses, this end is approached in the first through the immediate aim of establishing the idea of a synthetic language, one which expresses thought through a changed form of words. It is here that the foundation for "ideals of achievement, accuracy and thoroughness" is laid by fixing in mind of forms so definitely that their comprehension becomes automatic. To this end the writing of Latin is to be employed only for comparison with the English and

¹
Clyde R. Jeffords.

²
Classical Investigation, op. cit., p. 258.

based on some thought of interest to the pupil. While it is desirable that this course be followed for three years, each year is a separate unit to be pursued for the relation of its content to the definite English work of the grade, offering means of comparison with English construction that will clarify and establish the English word forms and sentence structure, leaving more time in the English class for literature and composition.

The first year will include besides the first and second declensions of nouns and adjectives, the personal pronouns and the first and second conjugations, a vocabulary of 250 words including the common prepositions used as prefixes in English and words with familiar English derivatives. The reading material will not be of the "Galba's horse was carrying the general's arms" type but related sentences, leading as soon as possible to continuous stories adapted to the comprehension of the child. The principles of syntax will be correlated definitely with the work in English, the two languages being used constantly to illustrate the different ways of expressing familiar thoughts. Throughout the work of this year and the following, the element of interest is especially important. Drill which must be employed to establish the attitude of "dissatisfaction with failure or with partial success" can not be slighted but the skilful teacher can find variety in the many devices that are flooding the market which will save the subject from its once deadly grind.

based on some knowledge of language in the field. While it is
generally true that this volume is written for those who, each
year, are required to be present for the purpose of its
presentation in the various fields of work of the group, offering
means of comparison with English vocabulary that will assist
in the study of the English word form and sentence structure,
leaving some time for a further study for discussion and con-
clusion.

The first part with various sections that are of the
description of nouns and adjectives, the personal pronouns, and
the time and season conjunctions, a summary of the words
including the common propositions used as prepositions in English
and words with English derivatives. The reading ma-
terial will not be of the "what's new" type but will be of the
general's type, type and related sentences, leaving no room
as possible to continue studies and to the complete union
of the subject. The principles of syntax will be illustrated det-
ailedly with the text in English, and the language rules used
consistently to illustrate the different ways of expressing them.
After the first. Throughout the work of this part and the fol-
lowing, the element of interest is especially important. With
which must be engaged to establish the attitude of "enthusiasm"
emotion with failure or with personal success, can not be slight-
ed but the student's teacher can find variety in the many devices
that are offered the student which will save the subject from
the once deadly study.

In the second year the regular declensions and conjugations are completed with the introduction of the regular comparisons and demonstrative pronouns. A beginning of the study of the subjunctive is made first by learning the forms by tense signs and then by a study of simple sentences of purpose and result, always with a comparison of the English way of expressing the same ideas. 250 new words are learned, many of them with English derivatives and the child begins to realize the debt that his language owes to the older roots. Stories are introduced in the reading that will give an idea of the Roman character as shown in the home or in myths that will interest the child. A foundation is laid for later work in showing the Roman influence on western civilization.

The third year starts with a general review of forms already learned, paving the way for irregularities of declension, comparison and verb forms. Irregular principal parts are balanced with English forms - eo and go; fero and bring, etc. The uses of the cases are classified under the English prepositional phrases and suggestions are made looking towards the introduction of a third language. Working from the English, keeping constantly in mind the thought to be expressed, the pupil is gradually brought to see other forms of expression. As some one has said "Let a storm at sea be described by a painter, a poet, a sailor and an ordinary observer; or say by a Frenchman and an Englishman. He who understands the language of them

In the second part the regular derivatives and compounds
which are considered with the regular forms of the regular and
irregular and derivative compounds. A definition of the regular
of the derivative is made first by listing the forms by tense
and then by a study of single sentences of tense and
tense, always with a comparison of the English way of expres-
sing the same ideas. The new words are learned, many of them
with English derivatives and the child begins to realize the
fact that his language goes to the other parts. The child
introduces in the reading part will give an idea of the No-
man character as shown in the poem or in other parts will in-
terest the child. A translation is made for each word in
showing the proper influence of western civilization.
The third part covers with a general review of tense and
tense, dealing with the way for investigation of derivation,
compounds and verb forms. Irregular compound verbs are shown
all with English forms - as eat, two and three, etc. The
uses of the cases are explained under the regular derivation
of English and compound verbs are made to be understood by intro-
duction of a third language. Working from the English, keeping
continually in mind the attempt to be explained, the child is
gradually brought to see other forms of expression. As soon
as the child has a notion of the use of compound verbs, a
list, a table and an ordinary list; or say by a translation
and an explanation. He who understands the language of tense

all sees it with several pairs of eyes."¹ By this year if he has been lead gradually from the known to the unknown, he should have no difficulty in reading the simplified versions of Livy's tales of Rome and later in the year even some of Caesar. For pure joy of adventure, offered in a style of narrative writing to demand the best of a pupil's choice of words and vivid imagination, many of the episodes that Caesar relates can not be surpassed. But let the pupil of the ninth grade wander in the Hyrcanian Forest or among the strange people of Germany and let him vary his daily travels with glimpses of life at Rome, not political wire-pulling altogether, but enough to show the ambitions of a politician of other times. When his interest in Caesar as a man is aroused, let him be presented with Caesar as a world general with the aspirations of Napoleon and then, and not till then, should one of the campaigns be studied. The English class may here present Shakespeare's play, and the rounding out of the hero's life is completed. No greater mistake can be made than to use the Commentaries at this stage of the pupil's Latin as a text book in indirect discourse. The stirring scene of the conference with Ariovistus may well be left to greater maturity of mind and broader foundation of Latin syntax. Again, the prose of this year should be used to clear away difficulties of syntax and make the way of expressing the thought in the text clear. Always the ultimate objective of comprehension of thought

¹

J.G. Fitch, Lectures on Teaching, p. 227.

through symbol and the exact expression through the well chosen word are of first importance. The writing of Latin is never an end in itself but always a means to the better grasping of the Roman way of saying things.

Towards the end of this year the pupil is introduced to Latin poetry. In his English class he begins to study the different forms of verse. He reads *Evangeline* and notes the rhythmic repetition of the dactyllic hexameter. He tries to put some of his own thoughts into dactyls and spondees and finally he discovers that his Latin offers the same rise and fall of accented and unaccented syllables. He reads

Regia solis erat sublimibus alta columnis
even without knowing the meaning of the words, until he is haunted by the music of the lines. Some will not feel the rhythm. The non-musical pupil will never get the swing of the verse but since it is at the end of this year that many will drop their Latin, it seems a pity that they should not have presented to them an illustration of one of the earliest forms of poetical expression. For those with no musical sense, the story, the word pictures or the simplest imagery may be stressed, making this part of the work a genuine help in the development of English poetry.

By the beginning of the tenth grade there will be left in the class only those who are studying Latin for its direct values and from here the course may offer a choice based not on the necessity of meeting the requirements of board examina-

throughout the whole of the work, the exact expression through the well chosen words and of their arrangement. The style of Latin is never less than itself but always a means to the better meaning of the Roman way of saying things.

Towards the end of this year the Latin is introduced in Latin poetry. In his English class he begins to study the different forms of verse. He reads Iambic pentameter and notes the repetition of the dactylic hexameter. He tries to put some of his own thoughts into Latin and speaks and thinks he discovers that his Latin efforts are more like and full of content and unadorned syllables. He reads

Hebrew and Greek and understands also the meaning of the words, until he is enabled by the words of the lines. He reads and feels the rhythm. The non-metrical Latin will never get the swing of the verse but since it is at the end of this year that many will have their Latin, it seems a pity that they should not have presented to them an illustration of one of the earliest forms of poetical expression. For those who are not yet, the story, the word pictures of the simplest history may be spoken of, making this part of the work a positive help in the development of English poetry.

By the beginning of the fourth grade there will be left in the class only those who are studying Latin for its direct value and from here the course may offer a further based not on the necessity of seeing the requirements of good writing.

tions but on the expectation of continuing the study after the secondary school. In this grade interest in world history may well be used as the key-note of the course. In the college section, episodes from the conquest of Gaul may be read, followed by the account of the expedition into Britain, with correlated work in the history class and a study in the English class of the entrance of the Latin element into English. The prose of this year is based on the text read and serves to connect the English syntax with that of the Latin. At the end of the year the pupil is given a glimpse of the beginnings of Latin poetry. He reads an early epitaph or two, a fragment that Cicero wrote, some of the fables of Phaedrus, and leaves his year's work with a lively anticipation of further work with the poets. In the non-college section stories from Livy may precede selections from Caesar and extracts from Nepos may carry on the history of Rome through the study of its great men. The writing of Latin is not stressed except as necessary to understand the text or to help in reproducing the thought in English. The work in poetry at the end of the year will be the same as that of the college section.

Grade eleven offers an uninterrupted year for the study of Roman life in its social and political aspects. With Cicero as its central figure, a clear picture of Roman ways may be drawn and definite foundations laid for study of "the influence of Roman civilization on western civilization". For those who plan to spend part of their college course in reading Cicero's

works as a whole, a year spent in careful study of his life as reflected in the public utterances of his orations offers perhaps the best preparation. Even for these pupils, an occasional digression to some of the Letters would often make the orations much more real and would certainly give a much fairer picture of Cicero. The usual 20 percent of the time devoted to composition is none too much to clear away difficulties of syntax and bring a better understanding of the text read. For those who will never read more of the well-rounded periodic prose that has furnished the foundation of so much of their own literature, and whose own vigor of style and clarity of thought is still in the process of being formed, it is most unfortunate that a year should be spent on a series of orations that offer at best but a limited view of such a many-sided person as Cicero. The Letters and the Essays should certainly be studied with glimpses at the work of others so that no pupil may carry away the distorted view that a study of Latin prose is based on the work of any one man.

In the last year of the course, both college and non-college students will enter into "the reward of their labors". Here, as nowhere else, can the real depth and beauty of Latin be unfolded as the pupil is lead to read "the stateliest measure ever moulded by the lips of man". With mind trained to grasp the meaning of the thought behind the foreign symbols and eager to express it through a carefully chosen vocabulary, the student approaches the study of Vergil as one enters a

works as a whole, a good agent in careful study of his life
as reflected in the public appearance of his various efforts
perhaps the best preparation. When the time comes, an oc-
casional glimpse to some of the deeper world of his
the relations which have been and which certainly give a more
fair picture of him. The world is part of the time
devoted to his position in that he has to clear away with
critics of opinion and bring a better understanding of the text
and. For those who will never read more of the well-known
periodic press that has furnished the foundation of so much
of their own literature, and whose own view of style and char-
acter of thought is still in the process of being formed, it is
most unfortunate that a great scholar is going on a series of
excursions that offer at best but a limited view of such a man-
aged person as Clarendon. The letters and the essays should cer-
tainly be studied with attention at the work of others to that
no pupil may carry away the distorted view that a study of
Latin prose is based on the work of any one man.
In the last part of the course, both college and non-col-
lege students will enter into "the realm of their fathers".
Here, as nowhere else, can the real depth and beauty of Latin
be unfolded as the pupil is led to read "the simplest and
surest ever method of the life of man". With many passages
press the meaning of the thought behind the foreign symbols
and ways to express it through a carefully chosen vocabulary.
The student approaches the study of Vergil as one who is

shrine to take into his life the spirit of the place and let it make its way into all parts of his being. The English class has already introduced the epic and throughout the year a parallel study may well be made of parts of Paradise Lost, the Iliad and the Odyssey, and even a little of the Inferno. After preliminary study of verse form in grades nine and ten, the student may begin to read at once for the music of the lines and the beauty of the thought. College and non-college sections alike should be encouraged to read from time to time the rendering of the verses into genuine English poetry that they may never forget the nature of the masterpiece they are reading.

seems to take into his life the spirit of the place and for
it takes its way into all parts of his being. The English class
has already introduced the epic and throughout the year a per-
sistent study will be made of parts of Paradise Lost, the
Iliad and the Odyssey, and even a little of the latter.
After preliminary study of verse form in Greek epic and the
the student may begin to read at once for the sake of the
fines and the beauty of the thought. Coleridge and Keats
selections will be encouraged to read from his time
the reading of the various late romantic English poetry and
they may never forget the nature of the romanticism they are
reading.

Conclusion

From the results of a study made of 850 pupils in the Cicero and Vergil classes of ten high schools, the so-called "disciplinary value" of Latin is failing to function in any measurable degree but its value for training in English is generally recognized, as giving both a clearer understanding of the meaning of words and an increased power and facility of expression. If, then, Latin is to have a place in the revised curriculum of the secondary school, it will be because it offers a means of training logical minds by giving an opportunity to grasp the exact meaning of symbols (in the forms of a synthetic language) and to express them concisely in the vernacular in carefully chosen words.

Since this is the ultimate objective of all Latin study, and since this objective can be reached only by gradual development of the ability to recognize automatically the forms and relations of words and to reproduce their shades of meaning by carefully chosen English expressions, the course which follows offers merely suggestions of ground to be covered. Any hint of methods has been purposely avoided as every school must adapt the material to its own needs in its own way. The recommendations of the Classical Investigation in the matter of vocabulary have been followed and the reading material for each year is offered only in general form. That the teacher

Conclusion

From the results of a study made of 500 pupils in the
elementary and high schools of the city, it was found
that the "linguistic value" of Latin is falling in rank in any
comparable degree to the value for learning in English is
generally recognized, as giving such a clearer understanding
of the meaning of words and an increased power and facility
of expression. If, then, Latin is to have a place in the
revised curriculum of the secondary school, it will be because
it offers a means of training logical mind by giving an op-
portunity to grasp the exact meaning of symbols (in the form
of a syntactic language) and to express them correctly in the
vernacular in carefully chosen words.

Since this is the ultimate objective of all Latin study,
and since this objective can be reached only by gradual develop-
ment of the ability to recognize automatically the forms and
relations of words and to reproduce their shades of meaning by
carefully chosen English expressions, the writer would follow
offers merely suggestions of words to be covered, and must
of methods has been purposely avoided as every school must de-
velop the material to its own needs in its own way. The presen-
tation of the classical investigation to the master of
vocabularies have been followed and the reading material for
each year is offered only in general form. That the teacher

may be saved from soul-killing ruts, it is urged that some change in the text read may be made at least every three years. The forms and syntax are those recommended by the Investigation, placed as the needs of a six- instead of a four-year course demand.

may be saved from soul-killing pain, it is hoped that some
change in the text may be made at least every three
years. The forms and styles are those recommended by the In-
vestigation, placed on the basis of a six-tenured at a four-
year course system.

Grade VII.

Aim To acquaint the pupil with a synthetic language and through a study of stems and endings to develop a comparison and thorough understanding of the simplest forms of expression in English and Latin.

First semester

FORMS

Nominative, genitive, accusative of nouns of 1st and 2nd declension.

" " " " personal pronouns

Present, imperfect and future indicative of sum

" " " " " 1st and 2nd conjugation (active and passive)

Study of personal endings

Present infinitive of sum

" " " verbs of 1st and 2nd conjugation (active and passive)

SYNTAX

Agreement

Verb with subject

Appositive with noun and pronoun

Predicate noun with subject

Case uses

Nominative as subject

Genitive of possession

Accusative as direct object

Accusative with prepositions

Verb uses

Simple questions

Second Semester

FORMS

Dative, ablative, vocative of nouns of 1st and 2nd declension

" " of personal pronouns

Adjectives of the first and second declensions

Perfect, pluperfect, future perfect indicative of sum

" " " " " of verbs of
1st and 2nd conjugation

Perfect and future infinitive of sum

" " " " " 1st and 2nd conjugation
(active and passive)

Present imperative of sum

" " " 1st and 2nd conjugation (active and
passive)

SYNTAX

Agreement

Adjective with noun

Predicate adjective with subject

Cases uses

Dative of indirect object

Accusative as subject of infinitive

Ablative of means, cause and with prepositions

Vocative in direct address

Verb uses

Complementary, objective, subjective infinitive (with-
out names)

VOCABULARY

250 words for the year, thoroughly mastered in pronuncia-
tion and use in reading and writing in Latin.

READING

Easy related sentences leading to simple continuous prose.

General Remarks

Form

Derive, relative, vocative of nouns of 1st and 2nd declension

" " of personal pronouns

Adjectives of the 1st and 2nd declension

Participle, present, future perfect indicative of 1st

" " " " " " of verbs of 1st and 2nd declension

Participle and future indicative of 1st

" " " " " " of 1st and 2nd declension (active and passive)

Present imperative of 1st

" " " " " " of 1st and 2nd declension (active and passive)

SYNTAX

Agreement

Adjective with noun

Relative adjective with subject

Case used

Derive of infinitive object

Adjective as subject of infinitive

Relative of nouns, verbs and with infinitive

Verbs in direct address

Verb used

Complex sentence, relative, two infinitives (with and without)

VERB

Verb used for the year, thoroughly mastered in previous

Verb used for the year, thoroughly mastered in previous

Verb

Verb related to the year, thoroughly mastered in previous

Grade VIII.

Aim To fix the forms of inflection so firmly in the memory that recall becomes automatic in order that the foreign symbol be brought over easily to the vernacular.

First semester

FORMS

Nouns of the 3rd declension

Pronouns, demonstrative, intensive, reflexive

Adjectives of the 3rd declension

Numerals

Regular comparison of adjectives and adverbs

Indicative, active and passive, of regular verbs of 3rd and 4th conjugation

Present imperative, active and passive, of regular verbs of 3rd and 4th conjugation

Infinitives, active and passive, of regular verbs of 3rd and 4th conjugation

Participles of all conjugations

SYNTAX

Agreement

Pronoun with antecedent

Case uses

Genitive with nouns (without identification)

Dative of possessor

Dative with adjectives

Accusative of extent of space and time

Ablative of time, manner, description, comparison

Verb uses

Simple sentences of indirect discourse

Second Semester

FORMS

Nouns of the 4th and 5th declensions

Pronouns, relative, interrogative, aliquis

Irregular comparison of adjectives and adverbs

Subjunctives of sum

Subjunctives, active and passive, of four conjugations

Deponent verbs

Possum

IO verbs of the 3rd conjugation

Review of all conjugations

SYNTAX

Case uses

Review of the uses of the genitive, dative, accusative

" " " " " " ablative, grouping in prepositional phrases

Verb uses

Simple sentences of purpose and result

Sequence of tenses as needed

Subjunctive of exhortation

Prohibitions

VOCABULARY

As in grade VII

READING

Easy stories of Roman home life and myths

WRITING IN LATIN

Simple sentences, based on the reading and the principles of syntax learned in the year.

General Director

Form

Form of the 1st and 2nd editions

Abstract, relative, comparative, etc.

Abstract comparison of adjectives and nouns

Abstractives of own

Abstractives, active and passive, of own

Abstract verbs

Abstract

Abstract of the 1st and 2nd editions

Abstract of all editions

Abstract

Abstract

Abstract of the 1st and 2nd editions, active, comparative

Abstract of the 1st and 2nd editions, active, comparative

Abstract of the 1st and 2nd editions

Abstract

Abstract of the 1st and 2nd editions

Abstract of the 1st and 2nd editions

Abstract of the 1st and 2nd editions

Abstract

Abstract

Abstract

Abstract

Abstract of the 1st and 2nd editions

Abstract

Abstract of the 1st and 2nd editions

Abstract of the 1st and 2nd editions

Grade IX.

Aim To give to the pupil the fundamental principles of language in general and to arouse an interest in the way people of different lands express their thoughts.

FORMS

Review of declensions of nouns and adjectives

Declension of irregular nouns and adjectives as met

Review of pronouns

Declension of quisque, quidam

Gerund, gerundive, supine

Review of conjugations by stems and personal endings

facio, fero, eo, volo, nolo, malo

SYNTAX

Case uses

Genitive of description

Dative with compounds, as met in the reading

Dative with intransitive verbs, as met

Ablative absolute

Ablative with deponents, as met in the reading

Ablative of description and specification

Constructions of place (accusative and ablative, with
and without preposition)

Summary of the common uses of the cases

Verb uses

Different ways of expressing purpose

Subjunctive with cum, attendant circumstance and
causal

Page 11.

It is to be noted that the present report is not intended to be a critical one, but to state in general terms the results of the work done in the various departments.

RESULTS

Results of the various departments of work are as follows:
Department of Agriculture: The results of the work done in this department are as follows:
Department of Forestry: The results of the work done in this department are as follows:
Department of Fisheries: The results of the work done in this department are as follows:
Department of Mining: The results of the work done in this department are as follows:
Department of Manufacturing: The results of the work done in this department are as follows:
Department of Commerce: The results of the work done in this department are as follows:
Department of Education: The results of the work done in this department are as follows:
Department of Health: The results of the work done in this department are as follows:
Department of Social Services: The results of the work done in this department are as follows:

CONCLUSIONS

Page 12.

The results of the work done in the various departments are as follows:
Department of Agriculture: The results of the work done in this department are as follows:
Department of Forestry: The results of the work done in this department are as follows:
Department of Fisheries: The results of the work done in this department are as follows:
Department of Mining: The results of the work done in this department are as follows:
Department of Manufacturing: The results of the work done in this department are as follows:
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Department of Health: The results of the work done in this department are as follows:
Department of Social Services: The results of the work done in this department are as follows:

Page 13.

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Department of Agriculture: The results of the work done in this department are as follows:
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Department of Manufacturing: The results of the work done in this department are as follows:
Department of Commerce: The results of the work done in this department are as follows:
Department of Education: The results of the work done in this department are as follows:
Department of Health: The results of the work done in this department are as follows:
Department of Social Services: The results of the work done in this department are as follows:

Subjunctive in subordinate clauses of indirect discourse

Subjunctive in clauses of anticipation

Gerund, gerundive, supine in u (as met in the reading)

VOCABULARY

500 words taken from a First Year list (e.g., Hurlbut and Allen, A Latin Vocabulary for First and Second Years, American Book Company). These words should be thoroughly mastered and used constantly in the reading and writing.

READING

Simplified stories from Livy or other accounts of early Roman history, leading gradually to episodes from Caesar. *

WRITING IN LATIN

Continuous sentences, leading to simple stories based on the reading and illustrating the points of syntax covered. Much correlation with the English and History work.

*

Towards the end of the year a study of the dactylic hexameter. 200-300 lines of Ovid.

...the ... of the ...

...the ... of the ...

...the ... of the ...

REMARKS

...the ... of the ...

REMARKS

...the ... of the ...

REMARKS

...the ... of the ...

Grade X.

Aim To lay the foundation of a lasting interest in Roman life and times through a study of the beginnings of Roman History from the founding of Rome to the days of the Roman Republic.

FORMS

Locative

Compounds of sum

Review of conjugations by stems and tense signs

Review of principal parts by study of common roots (see list)

SYNTAX

Noun uses

Dative of agent

Ablative of degree of difference

Review of uses of cases

Locative

Verb uses

Passive periphrastic conjugation

Subjunctive in cum concessive clauses

Substantive clauses of purpose and result

Conditions, simple and contrary to fact

Historical infinitive

Indirect discourse

VOCABULARY

500 words taken from a second year list as in grade IX.

WRITING IN LATIN

In the college section, sentences based on the reading to

Table I.

Aim to lay the foundation of a lasting interest in human life and class through a study of the beginnings of human history from the founding of Rome to the days of the Roman Republic.

Form

Expository

Exposition of the

Review of conclusions by class and series

Review of principal parts by study of several books (see list)

Outline

Seven units

Review of each

Relative of degree of difficulty

Review of each of units

Expository

Form

Relative expository exposition

Expository in one expository situation

Expository in one expository situation

Expository, expository, expository

Expository, expository

Expository, expository

Expository

See notes page 10 for a second part of the outline.

UNIT I - THE BEGINNING

In the outline section, expository, expository

illustrate and make clear the principles of syntax studied. In the non-college group, no writing except as necessary to clear up difficulties in the reading.

READING

College section

Episodes from the Conquest of Gaul and the Expedition into Britain. Correlation with the work in History and with a study of the growth of the English language in the English class. Towards the end of the year, 200-300 lines of poetry, e. g., a few early epitaphs, a fragment from Cicero, fables of Phaedrus.

Non-college section

Stories from Livy, episodes from Caesar, selections from Nepos or other classical writers of history or biography. Poetry at the end of the year as above.

Latin Roots

AG, drive	LEG, LIG, gather
CAP, take	MAG, great
DA, give	PLE, PLU, fill
DIC, DAC, say, show	POT, able
DUC, lead	QUAES, seek
ES (FU), be	REG, rule
FAC, make	SED, SID, sit
FER, bear	SPEC, see
FRAG, break	STA, stand
GES, carry	TEG, cover
GNO, CNO, GNA, know	VA, VEN, come
HAB, have	VERT, turn
I, go	VIC, conquer

VID, see

Grade XI.

Aim To develop through classical prose in letters, essays and orations an acquaintance with Roman ideals in private life, society and problems of government with parallels drawn from our own country.

SYNTAX

Noun uses

Genitive with adjectives (as met in the reading)

" " verbs (" " " " ")

Two accusatives of the same person or thing

" " one of the person, the other of the thing

Verb uses

Subjunctive of characteristic (rel. clause of description)

Potential subjunctive

Future conditions

Subjunctive in wishes

VOCABULARY

500 words taken from the third year list as in grade IX.

WRITING IN LATIN

In the college section a careful study of common principles of syntax as outlined in such a book as Baker and Inglis Latin Composition to meet the requirements of the College Entrance Examination Board. In the non-college section only such work as is necessary to remove difficulties in the reading.

READING

College section

Selections from the Orations of Cicero with digres-

All the above have been considered, and it is recommended that the following be adopted:

1. That the following be adopted as the official name of the organization:

2. That the following be adopted as the official motto of the organization:

3. That the following be adopted as the official colors of the organization:

4. That the following be adopted as the official emblem of the organization:

5. That the following be adopted as the official seal of the organization:

6. That the following be adopted as the official song of the organization:

7. That the following be adopted as the official flag of the organization:

8. That the following be adopted as the official uniform of the organization:

9. That the following be adopted as the official insignia of the organization:

10. That the following be adopted as the official badge of the organization:

11. That the following be adopted as the official certificate of membership of the organization:

12. That the following be adopted as the official diploma of graduation of the organization:

13. That the following be adopted as the official diploma of honor of the organization:

14. That the following be adopted as the official diploma of distinction of the organization:

15. That the following be adopted as the official diploma of excellence of the organization:

16. That the following be adopted as the official diploma of achievement of the organization:

17. That the following be adopted as the official diploma of merit of the organization:

18. That the following be adopted as the official diploma of honor of the organization:

19. That the following be adopted as the official diploma of distinction of the organization:

20. That the following be adopted as the official diploma of excellence of the organization:

21. That the following be adopted as the official diploma of achievement of the organization:

22. That the following be adopted as the official diploma of merit of the organization:

23. That the following be adopted as the official diploma of honor of the organization:

24. That the following be adopted as the official diploma of distinction of the organization:

25. That the following be adopted as the official diploma of excellence of the organization:

sions to the Letters for the sake of interest and background.

Non-college section

Caesar's Civil War (selections), Cicero's Orations, First and Fourth against Catiline, Cicero's Letters, Pliny's Letters, Cicero's De Amicitia. Correlation with a study of English letters and essays.

which is the purpose of the work of the Commission.

at the

CONCLUSION

Concluded that the Commission has been successful in its
first and second objectives, and that the Commission
has been successful in its third objective, and that
it has been successful in its fourth objective.

Grade XII.

Aim To study the rhythmic form of expression together with the vocabulary and figures of poetry.

FORMS

Poetical forms, e. g., Greek accusative, dative of reference, etc.

Figures of prosody as met

The caesura and bucolic diaeresis

WRITING IN LATIN should not be allowed to interfere with the reading or take the attention from the vocabulary of the poet.

READING

Vergil's Aeneid, Books I, II, IV, VI, with rapid reading at sight of episodes from III and V and occasional presentation of standard English translations. Selections from the Metamorphoses or from Horace and Catullus. Correlation with a study of the Iliad, Odyssey and Paradise Lost in the English class.

VOCABULARY

500 words taken from the fourth year list as in Grade IX.

June 11.

Am to study the typical form of expression associated with

the expression and rhythm of poetry.

Notes

Typical forms, e. g., Greek hexameter, Latin hexameter, etc., etc.

Figures of poetry as art

The measure and music of classical

writing in Latin should not be allowed to interfere with the

realization of the relation between the vocabulary of the poet.

English

English's history, books 1, 11, 12, 13, with special reading

at least 11 Englishes from 111 and 7 and occasional passages

from the standard English translation. Selections from the

reproduction of the text and Latin. Comparison with

the history of the text, Greek and Latin text in the English

class.

FOR ENGLISH

For English from the English text list as in notes 11.

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